



Carre's Grammar School SEND Information Report

Academic Year 2025/26

Our Approach as a School:

Carre's Grammar School prides itself on being an inclusive school where every student is valued and respected. We are committed to the inclusion of all of our SEND students and support them in their learning and well-being. A person centred and whole school approach is taken to ensure that SEND students have high aspirations of themselves. We support the student not the diagnosis.

As part of the Community Inclusive Trust (CIT), the school has access to a wide range of resources and training that support its inclusive practices.

The Student Support team work closely with parents, carers, teaching staff and other stakeholders to ensure that SEND students are offered a broad and balanced curriculum which caters for their individual needs.

Who is the SENCO?

The SENCO is Mrs Jacqueline Millband, she can be contacted either by email (jacqueline.millband@carres.uk) or by phone: 01529 302181. The SENCO also sits on the Senior Leadership Team (SLT) as Associate Assistant Headteacher.

What qualifications does the SENCO hold?

The SENCO holds the following qualifications:

- Bachelor of Arts (Hons) degree in English
- Post Graduate Certificate in Education specialising in English and Drama
- Post Graduate Certificate in Special Educational Needs Co-ordination & the National Award for Special Educational Needs Co-ordination

Other Key Staff:

Head Teacher

Mr Nick Law (nick.law@carres.uk)

Designated Safeguarding Lead (Assistant Head Teacher)

Mrs Hayley Goymer (hayley.goymer@carres.uk)

Governor with SEND Responsibility

Mrs Helen Renard (helen.renard@carres.uk)

Student Support Staff

Mrs Pam Clapham (Pastoral Support Officer)

Mrs Sheree Manley (Learning Mentor)

Ms Jenny Nourish (Teaching Assistant)

Mrs Jessica Sivyer (Learning Mentor)

School Admissions

Mrs Julie Body, PA to the Head of School

Contact: julie.body@carres.uk or 01529 302181

What kinds of SEND are provided for?

The school makes provision according to the needs of the students on roll:

- Specific Learning Difficulties
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs
- Speech and Language Difficulties
- Medical or Health Conditions

Identification & Assessment of SEND

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).

Carre's Grammar School identifies students with SEND by:

- Information provided by primary schools at the point of transition.
- Concerns are raised by parents/carers, teachers or the student themselves
- If students are making less than expected progress given their age and individual circumstances.
- If there is a marked and noticeable change in the student's behaviour and progress.

Assessment of unidentified needs will include some of the following:

- Observations by the SENCO and wider Student Support and Pastoral teams
- Analysis of tracking data
- Screening and diagnostic testing
- Involvement of outside agencies

All students will be monitored according to their progress. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Underpinning ALL our provision in school is the **graduated approach** cycle of 'Assess, Plan, Do & Review'.



Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The School's Assessment Calendar provides a structure for this and each student is regularly formally assessed throughout the school year.

Plan: Class teachers, Heads of Departments, Form Tutors, Key Stage Managers and the Student Support team regularly check the progress of students. All lessons are adapted to meet the needs of each student, appropriate lesson resources and teaching methods are employed. If a student is struggling or not making the progress appropriate for them, further support and intervention is put in place.

Do: Carre's Grammar School staff strive to provide Quality First Teaching (QFT) for all our students. Teachers prepare detailed schemes of work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. When areas of concern are identified through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners. This includes students with SEND.

Review: Through the use of the assessment cycle, staff review progress of students continuously throughout the year. Any concerns regarding a student's needs or their potential barriers are referred to the Student Support team. The SENCO is responsible for the co-ordination of SEND provision within school.

The SEND Register & Banding

In line with the SEND Code of Practice of 2015, schools must have a Special Education Needs and Disabilities (SEND) register. The register contains the details of students who require support additional or extra to universal support in the classroom often referred to as 'Quality First Teaching' (QFT). The register is banded based on each individual student's level of need:

- **Band 4** -students who have an Educational Health Care Plan (EHCP) and are in the mainstream setting, these are High Needs students and may have other services such as Social Care and Health involvement.
- **Band 3** -students who may have a diagnosed additional need and require support in addition to the Quality First Teaching available for all student in the classroom. These students would be coded as K on the SEND register at their base school, they would have a learning plan and their needs would be reviewed three times per year in accordance with the SEND Code of Practice.
- **Band 2** -students who may or may not have a diagnosed additional need who currently don't require additional support in the classroom but are being monitored. These students may have once had additional support but due to their progress it is no longer needed. Includes EAA students who are in receipt of Exam Access Arrangements (EAA). They may or may not have an additional need.
- **Band 1** – This could be a student who experiences low level/low frequency difficulties which can be managed well in the classroom within an inclusive and positive school setting with appropriate adapted tasks and modified teaching style. The pupil is working generally within or just below age related expectations. They might be currently being investigated to see if additional support is required.

Students in Bands 3 & 4 of the SEND register will have a Learning Plan in place and a key worker allocated. The Learning Plan contains targets that are reviewed at three points in the academic year with the student and their allocated key worker. For students in receipt of an EHCP, the reviews are typically held with the SENCO.

Students in Band 1 and 2 may have a Pupil Passport that outlines strategies to support individual students in the classroom. These documents are more informal than the Learning Plans and do not have reviewable targets.

We endeavour to operate a dynamic SEND register that is reviewed regularly, with students added and removed as appropriate.

Working in partnership with parents & carers

Parents and carers are involved in planning their child's education through the review process. These reviews are facilitated by the SENCO and supported by the Student Support team.

There is an annual parents' consultation evening for all students each year. The SENCO and the Learning Mentors are available to discuss student progress and/or any concerns parents and carers may have.

What arrangements exist for consulting students with SEN and involving them in their education?

The views, experiences and aspirations of our SEND learners are central to shaping the support they receive ensuring their educational journey is both inclusive and empowering.

Students are actively involved through:

- Student Voice questionnaires which gather feedback on their learning experiences and support needs.
- Learning Plan reviews where students collaborate with their key workers to reflect on progress and set meaningful targets.
- Participation in the School Council, providing opportunities to influence wider school decisions and promote inclusion.

Students on the SEND register, including those with an Education, Health and Care Plan (EHCP) are encouraged to contribute their perspectives during formal review meetings and through regular voice-capture activities. These opportunities ensure that their input informs planning, provision and the continuous improvement of SEND support across the school.

What different types of support are available for students with SEND?

The SEND provision available to students covers the following areas:

- Subject teacher input via targeted classroom teaching based tasks and activities.
- Implementation of specifically tailored support strategies.
- Group work with a small number of targeted pupils, run in the classroom, supported by a member of the support team.

- Specialist groups run by, or in partnership with, specialist agencies such as the Communication and Autism Team, Educational Psychology Services etc.
- Specialised one-to-one support from specialised professionals skilled in specific areas of need, such as Dyslexia, Dyspraxia, Sensory Support, Counselling, EAL etc.
- Peer/teacher mentoring opportunities.
- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, School Nurse, Speech and Language Therapy etc.
- All pupils with sensory needs have access to a supportive school environment.

There will also be students who receive specified individual support funded by the Local Authority, this type of support is available for students whose learning needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP). This type of support is available to students with specific barriers to learning that cannot be overcome through normal classroom teaching, intervention groups, regular Learning Mentor support or specialist teacher/agency/involvement/advice. The EHCP will outline the number of hours and financial assistance your child will receive from the Local Authority. Short-term and long-term outcomes will be specified.

What support will there be for your child's overall well-being?

The school offers a wide variety of pastoral support for students who are encountering emotional difficulties. These include, but not limited to:

- Access to support from members of staff (Key Stage Managers, Learning Mentors, SENCO, Form Tutors, etc...)
- Student Wellbeing Ambassadors
- Access to a quiet space during unstructured times
- Access to external counselling services
- Referrals to external agencies

How does the school cater for student medical needs?

Where students have a medical condition in addition to SEND, their provision is planned and delivered in coordination with a Medical Plan. The school adheres to the procedures specified in the School Medical Conditions Policy as laid out in the DfE Guidance for Supporting Pupils at School with Medical Conditions April 2014.

What specialist services and expertise can be accessed by the school?

The school works alongside and seeks support from other agencies where required to maximise opportunities and potential.

Directly funded by the school are:

- SENCO
- Learning Mentors
- Pastoral Support Officer
- Teaching Assistants

Sometimes it is necessary to consult with outside agencies to receive their more specialised expertise. Some of the agencies used by the school include:

- CAMHS
- Autism Outreach Team
- Ethnic Minority and Traveller Education Service
- School Nurse Team
- Social Services
- Speech and Language Therapy Team
- ASKSaLL
- BOSS
- ACORN
- NHS Mental Health Support Team (MHST)

What training do the staff supporting students with SEND have?

Staff have regular training and updates to support the SEND students they teach. Whole school training is provided on SEND issues. Individual teachers and support staff attend in school and external training relevant to the needs of specific students in their classes.

How will your child be included in activities outside the classroom, including school trips?

The school aims to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are out in place to enable all students to participate.

- 'Reasonable adjustments' are made for those students with additional, medical and/or physical needs.
- If appropriate, a member of the Student Support team will attend the trip or activity.
- Appropriate provision of specialist equipment.
- Advice sought from specialist agencies as appropriate.

School Accessibility:

Carre's Grammar School is committed to ensuring that all students, regardless of physical or sensory needs, can access a full and enriching educational experience. While some buildings on our site are of historical and listed status—meaning certain structural adaptations are restricted—we take proactive steps to ensure accessibility is never compromised.

To support students with mobility or physical needs:

- Lessons and activities are re-roomed to accessible ground-floor locations wherever necessary.
- Timetables are adjusted to minimise movement across inaccessible areas.
- Accessible toilet facilities are available on site.
- Quiet spaces and sensory-friendly environments are provided for students who require them during unstructured times.

What should I do if I have a complaint about SEND provision?

Carre's Grammar School takes its responsibilities towards students and parents/carers of students with SEND very seriously. The complaints procedure is as follows:

Stage One: Parents/carers should contact the SENCO. A meeting will be arranged to discuss the complaint and try to remedy the problem.

Stage Two: Parents/carers should contact the Head of School. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution.

Stage Three: If the complaint cannot be resolved, the school Governing Body recognises its duty to comply with The Education Regulations 2010. The procedures specified in the School Complaints Policy (available on the school website) should be followed.

Further Information about SEND support services:

- Lincolnshire Local Authority Family Services Directory online
Lincolnshire's Parent Carer Forum

www.lincspcf.org.uk

- National Autistic Society, 393 City Road, London, EC1V 1NG

<http://www.autism.org.uk>

- British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ

www.bacp.co.uk

- Dyslexia Action, Provincial House, Sutton Coldfield, B72 1QU

www.dyslexiaaction.org.uk

- Dyspraxia Foundation, Hitchin, Herts SG5 1EG

www.dyspraxiafoundation.org.uk

- Liaise Lincolnshire (SENDIASS)

www.liasiselincs.org.uk

The information in this report forms part of Lincolnshire's Local Offer which contains further information and a directory for all support services in the area for parents of pupils with SEN. This Local Offer can be accessed via:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>